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## Breakfast Speech

State University of New York College at Cortland

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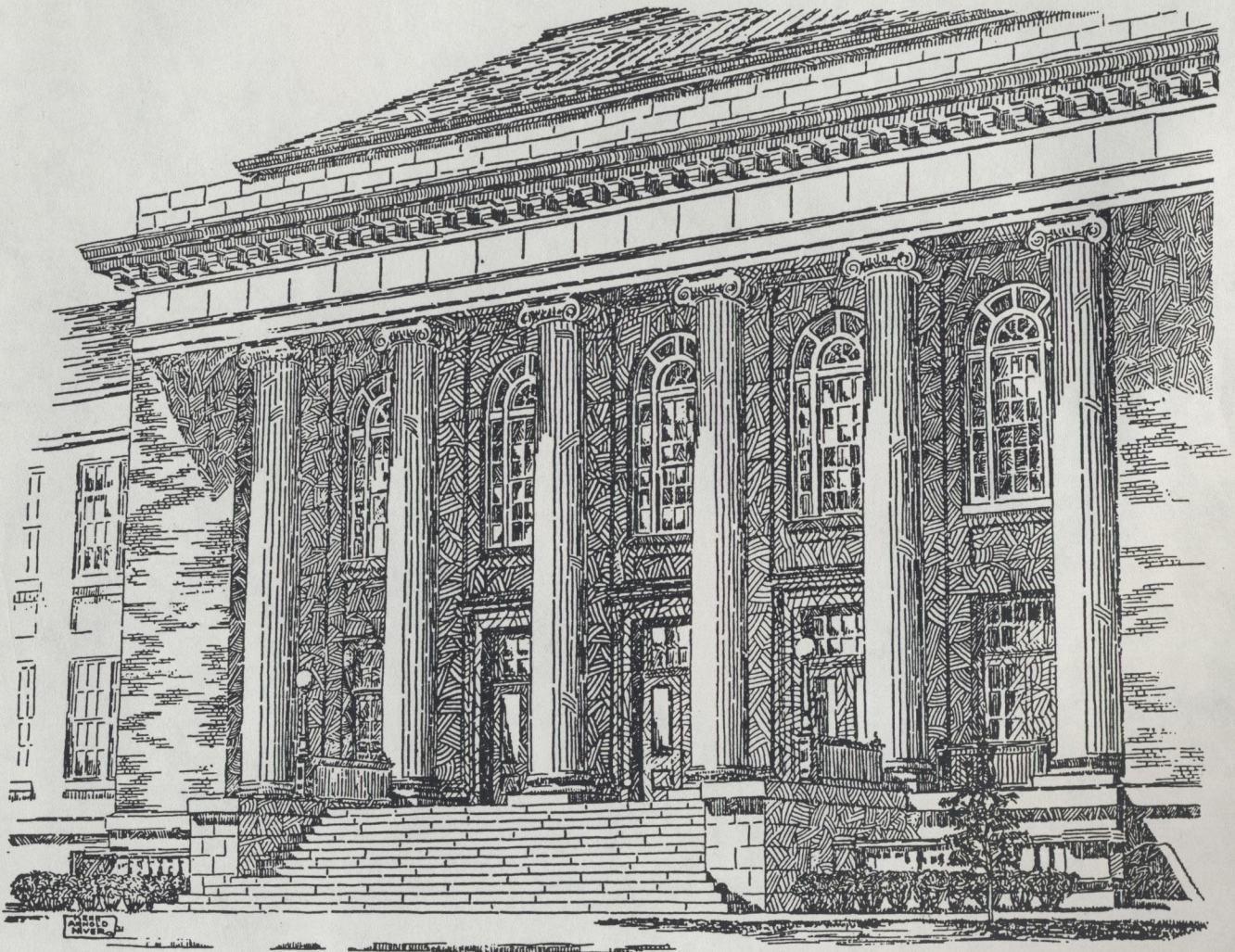
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# A Time of Transition

*By Dr. James M. Clark  
President*

*State University of New York College at Cortland*



Old Main Building

State University College at Cortland, New York

**Presented at the 14th Annual President's Breakfast  
For Faculty and Professional Staff--August 31, 1992**

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We are in a time of transition both on the world stage and on the campus of this College.

### **Transition on the World Stage**

During my leave last year I was able to see dramatic changes in both Russia and China. I saw Russia shoveling out the Augean stables of Communism while trying to build new institutions in an atmosphere of desperation and immediacy. China's explosive economic development appeared less revolutionary but is just as portentous on the world scene.

The end of the Cold War, the liberation of Eastern Europe, the collapse of communism as an ideology, the replacement of socialist theories of economic development by a newfound faith in free markets, the replacement of one-party dictatorships with rudimentary democratic systems--all of these facts suggest that the world is undergoing one of the great transitions of history, the kind that give a name to an era such as the Age of Discovery or the Age of Enlightenment.

### **Transition on the Cortland Campus**

While on a completely different scale and time frame, I submit that it is also a time of transition at Cortland. With Old Main empty for the first time in fifty years--except for the art studios--and with DeGroat Residence Hall filled with faculty for the first time ever, the feeling of change is in the air. The restoration of Old Main can serve as a metaphor of transition.

Actually, there are more significant signs of transition to a new era.

### **New Faculty and Staff**

A series of early retirement measures designed to reduce pressures on the budget have brought us many new faces. We regret the loss of good colleagues and old friends; they gave the College many years of loyal service and earned a reputation for caring which is repeated to me at every alumni function I attend.

But the good news is that in the last two years 33 tenure-track teaching faculty have joined us. Amounting to 15% of the full-time faculty they are both numerous and able enough to significantly affect the future of the College. Dean Snell and Dean Keen both attest that their academic preparation, their professional experience, and their

obvious energy promise that the future will be a bright one.

Similarly, new professionals and administrators in the Computer Center, in the Educational Opportunity Program, in College Relations and Development, and a variety of other offices will, in my opinion, greatly strengthen the College. Personally, I am especially pleased to have the assistance of our new Vice President for Finance and Management, Jim Campbell. Brooklyn Public Library's loss is our gain.

### **Student Body in Transition**

There is also the rapidly changing nature of our student body. Cortland is an exceedingly popular campus. For the past five years we have received seven to nine applications for each opening in the freshman class, compared with five or six during the previous decade. More and more applicants are listing Cortland as their first choice. For example, to get our freshman class of 1,000 students we accepted 300 fewer students than we did a year ago. In the language of admissions officers, our "yield rate" has risen significantly; as a matter of fact we have the second best yield rate of all the four-year campuses.

The average SAT scores for regularly admitted students used to hover around 900; now they are nearing 1,000. Other measures show improved academic preparation as well as increased multicultural diversity.

But it is not just changes in the faculty and the student body which mark this as a time of transition. There are other piles to the pier of my argument.

### **Impact of New Technology**

Technology is creeping into every part of our work lives. Can you remember preparing class materials before the advent of computers and high-speed copying machines? PC's, terminals, printers, and associated equipment available to students in the various computer laboratories have risen from 0 to 428 in less than a decade. Now fax machines and telephones with call-forwarding and answering machines--that were once so intimidating--have changed the way we communicate. And this is just the beginning.

This summer a fiber optics cable was placed underground to link the Computer Center with the Library, Bowers and Brockway Halls, and the Moffett Center; Cheney and DeGroat Residence Halls are next. In the words of Martin Coolidge, Assistant Director of the Computer Center:

Creating a fiber optic communications network on campus opens a whole new world of possibilities. It will provide access to both the UNISYS and the VAX, it will provide access to file servers and it will provide access to sites all over the globe. Faculty, via the INTERNet, will be able to access on-line libraries; they will have access to highly specialized data bases and research organizations; they will be able to access supercomputer and parallel processing facilities. The possibilities are both endless and exciting.

It was just such vistas that prompted the reorganization announced a year ago. We are continuing a determined search for an Associate Vice President for Information Resources to lead us in fulfilling the promise of this new age of information technology.

### **Financial Outlook Improving**

Lastly, we may be at a turning point in our financial situation. We have been through a period of horrendous budget reduction and cost-shifting. You have heard me say many times that over the past twenty years we have lost one-quarter of our taxpayer-supported budget in inflation-corrected dollars, with 1100 more students to educate. Costs in the form of tuition, room and board, student fees have been shifted from the State to students and their parents. Even when capital expenditures are included, the taxpayer-supported portion of our enterprise covers only 50% of our College budgets.

Yet I believe the end of blood-letting budgets is in sight. We are told that State tax revenues are on target so far, allowing us to hope there will be no in-year budget reduction. The Trustees have adopted a fair share tuition policy which implies annual modest increases to help offset inflation. Governor Mario Cuomo has explicitly endorsed SUNY in his response to the series of articles in *Newsday*. Certain legislators have expressed deep concern about the lack of support for State University and are organizing to do something about it. The Regents have appointed an impressive blue ribbon commission to look at



the financing of public and private higher education. SUNY is launching an all-out advocacy campaign that you will hear more about. And of course, we finally have new UUP and CSEA contracts which give assurance of some salary relief after two very dry years.

My argument is that current evidence supports the view that the College is about to enter a new era in the history laid out so fully by Professor Leonard Ralston in his book published last year. (Incidentally, if you have not bought a copy at the College Store yet, shame on you! It is not only a delight to read but at twenty dollars, it is really a bargain.) We have the faculty, the students, the technology, and most of the wherewithal to make this College the best of its kind. It is without doubt the most exciting time to be part of this College, a time to prepare for the take-off that is bound to come.

**1. LAST YEAR'S ACCOMPLISHMENTS**

It is customary at this annual breakfast for me to list signal accomplishments of the previous year, to note some unresolved or new problems, and then to identify two or three priority goals for the year. I will not surprise you by doing otherwise.

Since I was on leave last year, I missed one-third of the action. But by all reports the Acting President, Provost David Pollick, filled in so well that my absence was hardly noticed. Somehow, I did not find that totally reassuring.

**Budget Reduction Without Lay-offs**

While many goals were accomplished during my absence, surely the most important achievement was handling a large in-year budget reduction and planning for the million-dollar base cut which went into effect July first. Through an open, collaborative process Dr. Pollick led the campus in making the hard priority choices that allowed us to enter this lean year without lay-offs and with a sense of community born of wide involvement. I want to publicly thank Dr. Pollick and all those faculty and staff members who worked closely with him throughout the period.

I also want to thank Dr. Pollick for not abolishing my job in the process.

**Reaccreditation**

The most important institutional achievement of the year was of course completion of the Middle States Association reaccreditation process. In July the Commission on Higher Education notified us that we had been granted full reaccreditation for the next ten years. Your contributions to the mammoth Self-Study over the past years and months were recognized in a highly favorable report which, nonetheless, identified areas for improvement. I will return to this subject later when we talk about goals for the year.

**Other Significant Achievements**

Let me remind you of some other significant achievements of the past year.

+The long-planned innovative program in elementary education began this summer. The Teachers for the Twenty-First Century project admitted 27 freshmen who took part in a summer workshop funded by the College Development Foundation.

+Last fall Governor Cuomo appointed two new members to the College Council. Among its eight gubernatorial appointees there are now three women, one Hispanic business executive, and one African-American school principal. Earlier this month the Council went on its first retreat ever to discuss how it can be of greater service to the College. Under the experienced leadership of Cortland's former mayor, Chairman Martin Mack, I expect the Council will become more involved and more visible in the life of the College.

+The 60 apartments at Pineview opened, ending the overcrowding in our residence halls which had plagued us for more than a quarter of a century. It also had a highly beneficial effect for our students on the private housing market in the City.

+Our newest interdisciplinary project, the Center for Environmental and Outdoor Education, got off to an excellent start. Chaired by Professor Charles Yapple of the Recreation and Leisure Studies Department, it has already undertaken an impressive number of research and service projects. They include an Earth Day Celebration, the Science Technology Society Issues Workshop, and plans for a cooperative Cortland County Nature Center.

+The new Student Health Fee put the College Health Service on a stable financial footing. Not so incidentally, the Service oversaw the measles immunization of 7,000 students as required by the State.

+The Faculty Senate and the College Council approved the planning document which emerged from the President's Committee for the Year 2000. Clearly expressing our educational values, the statement will underpin all future planning at Cortland. I find two of its new emphases, those on community and on wellness, to be particularly significant for future decision-making.

+Among the scores of important improvements in facilities were several long-awaited ones: repair of the bleachers in the Corey Gymnasium, restoration of the heating system for the Holsten Pool, and completion of the De Groat rehabilitation project. The latter was on time, (*mirabile dictu*, to quote a phrase from Governor Cuomo's nomination speech), and allowed a smooth move for many departments vacating Old Main.

By the way, you are all invited to a reception on the Brockway-DeGroat patio this afternoon at 1:30 p.m. to honor those who worked on this mammoth move and to celebrate the new location of many Arts and Science departments. You are invited to tour DeGroat Hall this afternoon between 1:00 and 3:00 p.m.

+We received significant private donations from two local citizens whose generosity assures the opening of both the Francis Woods Fitness Center and the long overdue Child Care Center during this academic year. I am pleased to announce that finally, at long last, we seem certain to have a Child Care Center. The contract for construction has been approved just last Friday, and the contractor will begin September 14 to renovate the Towers In-Between. Work should be finished November 9, and the center plans to open January 4, 1993. Hooray!

+The College Council, the Alumni Association, and the Development Foundation all endorsed the Long-Range Development Plan which came out of two years of discussion by the committee co-chaired by Norbert Haley and Douglas De Rancy. It calls for a



radical restructuring of our institutional advancement efforts and promises great returns over the next few years. Implementation is already underway.

+The Student Affairs Division, which was so highly praised by the Middle States Association visiting team, had another successful Freshman Conference to open the school year. For this fall they have planned the FYI or "First Year Initiative" to assist new students' adaptation to College. Teaching faculty are invited to join the effort.

+As part of the campus assessment program, the Career Services Office completed the first overall survey of Cortland alumni five years after graduation. Among other things it showed that 85% had participated in some extracurricular activities and 35% wish they had attended more cultural events. Interestingly, 24% now think attendance at cultural events should be required.

+In the international area, links with Cologne and Beijing were renewed, plans were completed for sending some of our elementary education students to London for student teaching next Spring, and Whitaker International House opened. During Alumni Weekend a sculpture with an international theme, commissioned by an alumna, Mrs. Genevieve Burhans Barden, and created by Professor Allen Mooney, was dedicated at Whitaker Hall as a symbol of the College's commitment to international understanding.

+At the urging of the classified employees through their Orientation Committee and Employee Suggestion Program, and thanks to the professional expertise of the Sperry Learning Resources Center, the College has published a brochure called *Profiles* designed to promote the spirit of community. It includes pictures of everyone at the College and will be mailed to you shortly.

There were of course many other achievements of both individuals and departments; I can only cite some highlights as samples of what people at this College accomplished. We have the right to be proud of all of them.

## II. DISAPPOINTMENTS AND PROBLEMS

Let us turn now to some of the disappointments and unresolved problems.

### Summer School Initiative

Last year I laid out a plan for an expanded, vital Summer School, using the financial autonomy newly granted by the State to create an entrepreneurial, academically sound program which would take advantage of the natural advantages of this College and Central New York. What the right hand giveth, the left hand taketh away. While we got some autonomy, the budget reduction took the money that was to support this undertaking. Nevertheless, thanks to the leadership of Professor Mary Ware who took on the task on a release time basis, our enrollment is up and student credit hours taken have soared to the highest level on record. We have been encouraged enough to once again increase Summer Session faculty salaries by another \$100 for next year, bringing the level to \$2,300 per course.

But I have not given up on the idea of an even larger and more vital Summer Session. In the next year or two we are to get full financial autonomy. I am asking Provost Pollick to develop plans to exploit that autonomy to move us toward our goal.

### Personnel Searches

A second nagging problem area revolves around personnel searches. Some highly visible searches last year highlighted some weakness in our procedures which need correction. Problems of delay, of confidentiality, of conflicts of interest, of confusion between promotions and the filling of vacancies, of candidate commitment or candidate drop-out if you like, and other flaws deserve our attention. While our basic approach of wide consultation for key administrative posts is sound, the procedures need refinement to make them work better. I will ask the Faculty Senate to work with the administration on this.

### Multicultural Students Complaints

Last year another area of continuing concern drew our attention. In Senate meetings and elsewhere ethnic students complained of unfair treatment. Debate about multicultural issues clamored across the campus. Letters were written and resolutions passed. Colleagues agonized over whether proposed solutions would be effective or simply politically correct. It was an old topic that had become salient in dramatic ways.

I want to report on some actions the College has taken and make some comments about the future.

I have appointed a Multicultural Intervention Team as promised at the April 21, 1992 meeting of the Faculty Senate. Headed by Louis Larson of the Career Services Office, members drawn from diverse backgrounds are available to receive student complaints of unfair treatment rising from their race, religion, ethnic status, or sexual orientation. A brochure with pictures of team members will be distributed to all students shortly.

In accord with a resolution of the Senate I have also appointed a Work Group on Multicultural Fair Treatment. Chaired by Professor of Political Science Henry Steck, who introduced the resolution in the Senate, the Work Group will issue its preliminary report to the community by October 6th. I have urged the Work Group to review carefully the 1990 report of the Senate's Committee on Student Affairs. As you may recall, the recommendations of that Committee, which were endorsed by the Senate and the administration, dealt with many of the same issues.

In fact, the diversity workshops, which I recently invited all of you to attend, were inspired by Recommendation No. 5 of that report. I do hope you will take my invitation seriously. We give first priority to new faculty and staff but within five years I expect that everyone at the College will have taken part in one of these workshops. I did it myself this summer and found it quite effective, and even enjoyable. I particularly liked the fact that people from all parts and levels of the College worked together on an important subject.

I would like to interrupt the flow of this talk to editorialize a bit on the subject of multiculturalism. It is risky because it is all too easy to be shipwrecked on the Scylla of racism or the Charybdis of political correctness. Of course, I would like to sail between the two shoals on the ship of common sense.

Certainly, we would all agree that if we have students who suffer because of hurtful treatment based upon their ethnic status, we should do something about it. I believe that most such instances are unintentional and can therefore be avoided through increased



knowledge and sensitivity. It is appropriate for universities to address these issues through what we are best at, education.

I know that many of us who are concerned about problems of racism and sexism can be charged with trying to impose a "politically correct" regime of conformity. That is neither my inspiration nor my goal, nor do I believe it characterizes most who labor in this vineyard. Conformity can never be the organizing principle of a good university. Anything other than the untrammelled search for truth betrays the very idea of a university.

The search for truth implies tentativeness about what we believe we know. It implies tolerance for the views of others--because they may be right. And it demands mutual trust and respect evidenced in ways of civility and restraint. Too often our voices in academe have become shrill in the certainty of our position and parochial in the assertion of idiosyncratic values.

The Dean of the Graduate School at Rutgers University, Catharine Stimpson, writes that "the reaffirmation of mutual trust calls for a renewed ethic of professionalism that cuts across ideologies and disciplines. This ethic embraces fairness and open-mindedness, honesty and factuality, civility, a balance of rigor and freshness, a primal decency, and with luck--some humor."

Multiculturalism can be viewed as the old-fashioned value of tolerance writ large. It calls for understanding and appreciation of other cultures and a tolerance for values different from your own. It does not mean that their values or civilizations are better than yours, just different and worth understanding. There of course are dangers in misapplying or misinterpreting multiculturalism. If misapplied, in our haste to respect the differences among us, we may lose sight of the common American culture which unites us. If misinterpreted, it can divide and separate Americans. The mutual killings of Bosnians, Serbs, and Croats now going on in the Balkans are a reminder that our values of decision-making by majority vote, tolerance of religion, and equality of races before the law are precious elements of the American culture. They need strengthening rather than enfeeblement by false and divisive multicultural policies. We must refuse to

tolerate a return to the philosophy of segregation. And we must be careful never to invoke such terms as "racism," "multiculturalism," or "politically correctness" as a way of stopping the discourse and debate which are the lifeblood of a university.

### **Pride and Prejudice.**

I need to mention one last problem area. It is a touchy one that perhaps should be passed over in silence but my sabbatical leave made me see it with greater clarity. At the risk of offending some of you I am going to say it straight out.

I experience cognitive dissonance when I compare what alumni tell me at reunions across the State and country with what I hear and read on campus. The Cortland College that alumni picture is a college that challenged them and gave them positive reinforcement, that cared enough to treat them as individuals, that prepared them well for the trials of life, that carried a contagious pride of place and time.

Back on campus I read spiteful letters born of ideological disagreements. I hear of classroom comments demeaning the College and its students. I learn of slow-downs and other self-destructive ways of protest. I detect an almost aggressive resistance to needed change in the freshman year or other program offerings. I discern exploitation of legitimate minority student concerns by people in power or seeking power. I know first-hand the chilling effect of negative attitudes demonstrated by small numbers of captious\* critics.

We all know there are legitimate reasons for some of our negative feelings. Budget reductions and payroll lags, position eliminations and lay-offs certainly explain some of them. A professor told me once that when the manger is empty, the horses bite each other. I understand occasional moods of discouragement and distress but I do not comprehend the Greek chorus which wails about worries and woes regardless of what is happening on the central stage.

I constantly observe positive behavior and expressions of pride in our work. You could not visit the Outdoor Education Center at Raquette Lake, attend a football game, stop at the Motor Pool, tarry in the Admissions Office, or sit with the Department of Speech Pathol-

ogy and Audiology and fail to feel that pride. I find it everywhere.

But there are enough nay-sayers, enough people demonstrating low self-esteem, enough critics who do not know how or when to praise to cause us all concern. If we allow them to overwhelm and defeat us, we will become a community which is unable to celebrate our successes. And that would be a tragedy because we have so many to celebrate.

If you agree with me, I hope you will try to convince the nay-sayers to think better of themselves and their colleagues. The College will be much the healthier for your action.

### **III. THEMES FOR 1992-93**

Now we need to focus on the academic year before us. Usually, at this point I identify three or four major goals or themes to guide our collective efforts. This year I wish to concentrate on advocacy and three issues emanating from the accreditation process: planning, assessment, and General Education.

#### **Advocacy**

Chancellor Bruce Johnstone has initiated a wide-ranging SUNY advocacy effort to raise public consciousness about the need for improved support for public higher education. In the struggle for tax support, SUNY did not do well this year. And as you well know, this follows many years of a decreasing share of State revenues coming to the University.

The excellent series of articles in *Newsday*, copies of which are being sent to all Directors and Chairs for circulation, began the process of informing the public about the plight of their State University.

The target of the advocacy campaign are those groups in society who benefit from higher education, such as the business community, students, parents, and alumni. They need to be energized to influence State budget-makers. Faculty and administration can supply the facts about part-timers replacing full-timers, about carpets in Sperry lecture halls worn through to the concrete, about antiquated equipment and shortages of

\*captious--marked by an inclination to stress faults and raise objections



supplies; but our direct information efforts are too easily dismissed as self-interest.

This summer, in the beginning of its advocacy campaign on behalf of the College, the College Council met with two State legislators. The visitors asserted that they received very few letters last year from students, parents, and alumni. They alleged that SUNY had been too timid in its lobbying and too obscure in its priorities.

While some of these charges may be seen as an effort to shift responsibility for the cuts to others, the invitation to more intensive efforts will not be ignored. The Coalition for Cortland College is an umbrella organization with representatives of student government, the Faculty Senate, employee unions, the College Council, the Alumni Association, the Development Foundation, and others who work together with a common agenda while maintaining their separate identities. I have called a meeting of the Coalition to plan a coordinated effort for the year, starting much earlier than is traditional.

We firmly pledge to make our case for access and quality and carry it to every party in a position to influence the outcome.

### Accreditation Action

Yet our first priority must be the enhancement of quality, and that brings us to the question of the Middle States reaccreditation. The energy and money we have invested in the process can pay off, but only if we take seriously the recommendations before us. While we cannot accomplish all of the recommendations of the visiting team and of our own Institutional Self-Study in a single year, we must begin work on them immediately. I am asking the Steering Committee to perpetuate itself through this year to guide and monitor our work of implementation by the regularly constituted bodies of the College. I am also appointing Dr. Marilou Wright to represent me in assisting the Steering Committee with its work.

The letter granting us full reaccreditation for ten years asked for annual reports in three areas: finances and resource management; planning and assessment; and General Education. The Steering Committee will prepare the reports on the actions we take in those three areas.

Finances and resource management

involve both advocacy to increase our resources and the setting of priorities in using them. Since I have already discussed advocacy and since priorities are implied by planning, I want to pass over the first area now to focus on the other two.

### Assessment

We were not surprised by the emphasis the Middle States Commission on Higher Education placed on planning and assessment. The report of the visiting team confirmed criticisms made in our self-study, particularly with regard to assessment. In some areas assessment is regular and effective. Surveys of graduates by the Career Services Office and annual evaluations of life in the residence halls were both praised. We are also in the process of implementing the Writing Portfolio project, which upon full implementation will provide an effective system for assessing our students writing. Periodic self-evaluations by academic departments have been completed on a regular basis in the School of Professional Studies but with less regularity in the School of Arts and Sciences. Other activities have been undertaken on a sporadic basis but we must transform these efforts into a comprehensive and continuing pattern with results that feed back into our planning.

As advised by Middle States, we plan on organizing several events to bring everyone up to date on current national thinking about assessment. I am also going to appoint a group to stimulate and coordinate all our assessment activities.

### Planning

The visiting team recognized the extensive efforts we have made over the past few years to plan the future of the institution despite the uncertainties of budgets and external factors. And we have quite a few accomplishments to our credit. These include:

+An unbroken string of annually updated five-year plans covering the years 1984 through 1990.

+A newly approved Long-Range Plan for Development

+A newly adopted statement of institutional philosophy developed by the President's Committee for the Year 2000

+A new report from the President's Task Force on Academic Reorganization

I want to thank the members of the latter Task Force who worked throughout the Spring Semester and into the summer to develop a plan to effect some efficiencies and to make some common sense improvements in the academic area. The report is long and detailed; a summary will be printed in the *College Bulletin* and copies will be available in the Provost's Office for those who request them. It includes such recommendations as reducing the minimum hour requirement for earning a bachelor's degree from 124 to 120. Appropriate academic bodies will need to work on the report's recommendations during the coming year.

As for institutional planning as a whole, it is time to return to the process, approved by the Faculty Senate, of having the President's Council and the Long-Range Planning Committee develop an annually updated plan. We have all the needed ingredients, including a long-standing and respected Mission Statement, an approved philosophy, and the contextual information necessary for strategic planning. I point out, however, that strategic planning is different from our planning procedure as previously practiced in that goals will be prioritized in the light of the College's traditional and emerging program emphases and the values expressed in the new statement of philosophy. The plan will then be reviewed annually in the light of assessment results and any changes in our strategic environment.

We now have in place all the elements needed for a superior planning process that should never again be criticized by an outside accrediting agency.

### General Education

Our last topic this morning is that old friend, General Education.

We can be proud of our program. In fact, it was rather *avant garde* when we adopted it for the freshman class of 1984 and became even more so when we added category 10 on Prejudice and Discrimination. Its merits of breadth, significance, cogency, and relationship to nationally expressed themes argue for its continuation. When coupled with all-college writing and mathematics requirements, it is an admirable pro-



gram. When the foreign languages requirement for the Bachelor of Arts is eventually extended to all bachelor degree programs, it will clearly be a superior program.

And yet nagging problems remain. They include a mismatch between the deployment of our resources and the needs of the categories, lack of a means to assess the program, and our failure to devise an articulation plan for transfer students. These have been studied and addressed intensively by the General Education Committee, by Dean Hubert Keen and his colleagues, by a special GE Evaluation Team which made its report last June, by both the Middle States visiting team and our own self-study, and lastly by the President's Task Force on Academic Reorganization. An ad hoc group of supportive faculty held two meetings this spring to explore the problems.

Personally, I believe our failure to formulate a program of general education for transfer students is an academic scandal. Half of our graduates each year entered Cortland as transfer students; they earn a Cortland diploma, but we have failed to define what their general education should be. We have instead, by our inaction, relegated them to the old Basic Studies plan.

For action I am asking that we use the fall semester to prepare recommendations for a Faculty Forum in January to address these important issues. I call upon the General Education Committee to review the reports that I have cited, particularly that of the GE evaluation team, and to prepare a

proposal with specifics for a January Forum planning committee. For example, the team recommended broadening of the category definitions "in order to expand the perspectives involved, the number and variety of courses listed as part of the category, and the pool of colleagues in the group." That action alone would solve some of the resource problems, and would do so without damaging the conceptual basis of our program if accompanied by an assessment mechanism.

For administrative action I am taking account of the Middle States reports, the GE team report, and the discussions of this Spring's ad hoc group of interested faculty all of which recognized a need for improved administrative coordination. I am also taking into account the need for improvements in advising which has been emphasized by the accreditation reports, the Committee on the Freshman Year, and the Task Force on Academic Reorganization. As a response to these recommendations I intend to create, through the use of internal resources, a new position of Dean of General Education and Advisement reporting to the Provost. This action has the full support of the Provost and the academic Deans who acknowledge the long-standing need for improved coordination of both areas.

I recognize that I have outlined an ambitious program but there is urgency in addressing the issues raised. I look forward to being able to report major progress in resolving them at next year's Faculty Breakfast.

## IV. CONCLUSION

Next year we celebrate our 125th year ending with the rededication of Old Main in the fall of 1994. Old Main once housed all the functions of the College from swimming pool and gymnasium to science labs and library. We have since become a comprehensive college with a wide array of programs and facilities. We are new and yet we are old.

On alumni weekend we heard from Helena Madden of the Class of 1922. She said that in her senior year she attended the ceremony when the cornerstone for Old Main was put in place. I invited her to return for the rededication two years from now.

When she comes, she will be part of a ceremony marking the end of a time of transition and symbolizing a rededication to the traditional values of Cortland College. We will celebrate a college which honors its central traditions of concern for individual students, of teaching as its central focus, of wellness as its unique principle, and of community as its chief social value. We will celebrate the renaissance of the college, revitalized by a new generation of faculty and staff, respected as a leader in information technology, widely known for its five areas of program emphasis, and enjoying restored control over its own destiny. We will celebrate a community with pride in its past, excitement in its present, and an assured future of healthy excellence. We have the ingredients to make it so. I believe we also have the will.